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ABSTRACT

The Children's House at Mankato State College serves as a teacher training facility with five major objectives: a) to develop an interdisciplinary program for pre- and in-service education for professional personnel; b) to provide teacher trainees with the opportunity to structure the environment for optimal child learning; c) to provide trainees the opportunity to learn by discovery; d) to foster and encourage positive child/child, adult/child, and parent/child relationships; and e) to present a model for the development of other early childhood programs. To accomplish these aims, the Home Economics Program Unit and the Curriculum and Instruction Unit have jointly sponsored a child care program which includes a) all-day, year-round care for the children of parents who are employed; b) shorter-term day care with a choice of two, three, or five times a week; and c) limited drop-in day care for children whose parents are students of the college. Teacher trainees and students of other disciplines, working alongside professional staff in an open classroom setting, play a major role in the design of the environment and in the physical, emotional, and cognitive development of the children. (Author/HMD)

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INTERDISCIPLINARY TEACHER EDUCATION IN EARLY CHILDHOOD

MANKATO STATE COLLEGE

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November, 1973

SP 007 682

ABSTRACT/INFORMATION FORM - 1974 DAA PROGRAM

Please note: This information will be the basis for the description of your institution's AA entry in the official DAA booklet given at the Annual Meeting and subsequently distri-uted widely.)

lease Type or Print:

ame of Program Submitted: INTERDISCIPLINARY TEACHER EDUCATION IN EARLY CHILDHOOD

nstitution (complete name): School of Education, Mankato State College, Mankato, Minnesota

resident: Dr. Kent Alm, Acting President

ampus Public Information Officer: Mr. John Hodowanic

aculty Member Responsible for Program: Dr. Benjamin A. Buck

itle of the Faculty Member: Dean, School of Education

Signature: Benjamin A. Buck

Title: Dean, School of Education Date: November 20, 1973

lease describe in 150-200 words the program which you have entered in the 1974 AACTE istinguished Achievement Awards. A sample is included below to give a general idea of he kinds of information we need. Your abstract will be the basis for reporting your ntry in Excellence in Teacher Education. Please continue on back if extra space is needed.

AMPLE: *Hypothetical Sample Description:* Recognizing the necessity for public school teachers to have a continuing education as well as realizing the need for continually updating the elementary science curriculum, the College of Saint Alphonsia Joseph, together with the school district of Stockton, New Hampshire, began in 1969 the Advance Learning for Science Teachers Program (ALSTP). The program, initially funded by a National Science Foundation grant, features a six-week summer institute during which members of the college staff instruct teachers throughout the school district. Also, 30 consultants from the college's science and education departments visit each of the elementary schools during the year. Featured in the six-week institute are effective ways to teach environmental studies, using the neighborhood as key resource. The program has had sufficient impact to project a similar one for secondary science teachers.

ABSTRACT

The Children's House of Mankato State College is a model teacher education facility for prospective and in-service teachers of Home Economics-Child Development, Consumer Homemaking, and Early Childhood Education. One of the unique features is the interdisciplinary approach and the open concept of teacher education. The program provides for guided experiential learning with pre-kindergarten educational trainees working alongside of other students from a broad variety of human service and other non-teaching professional programs. With major funding from the

Minnesota State Department of Education, Vocational-Technical Division, The Children's House also serves as a demonstration combination nursery school, all-day day care, and part-time day care program. Students receiving pre-kindergarten training at the Children's House encounter a comprehensive child-care facility designed to display a broad range of opportunities for mastering strategies to effectively intervene in, and foster, the development of young children. The program is in its second year of operation under the combined sponsorship of the Home Economics Program Unit and the Early Childhood Education program of the college. There are approximately 100 pre-kindergarten children enrolled in the three sub-groups which nest together with a common educational thrust to eliminate the traditional boundaries between nursery school and day care.

SUMMARY

The Children's House of Mankato State College is a model teacher education facility for prospective and in-service teachers of Home Economics-Child Development, Consumer Homemaking, and Early Childhood Education. With its spacious facilities, functional equipment, and optimum pre-kindergarten child enrollment of 100, The Children's House provides the setting and the subjects for conducting creatively engineered and comprehensive teacher education.

The program is interdisciplinary and exemplifies the open concept of teacher education. Learning is heavily experiential with an environment which fosters understanding and appreciation of diverse approaches to the education and development of the 3 to 6 year old child.

Within a philosophical framework that is self-concept centered, and, working in close cooperation with professional staff, the trainees have the unique opportunity to observe, model, and adopt those approaches and techniques which most naturally fit their personal, individual styles of relating with children. The environment in which the trainee finds himself helps him to develop his creativity through appropriate methods of guiding children.

A deliberate diversity characterizes the trainees. In order to meet the primary mission of providing comprehensive teacher education of pre-kindergarten personnel, access to the guided experiential learning setting of The Children's House is intentionally extended to students representing a broad variety of disciplines. In addition to Home Economics Education and Early Childhood Education, areas, such as

the following are involved: art, curriculum and instruction, dental hygiene, design and human environment, dietetics, educational foundations, educational psychology, elementary education, food and nutrition, foreign language, health, music, nursing, physical education, psychology, recreation, social work, special education, and speech pathology. The resulting cross-stimulation and exchange of perspectives among students significantly extends the boundaries of learning and growing opportunities for the trainees and, it is important to note, for the staff as well. The mix is further enhanced by the presence of pre- and in-service trainees, as well as the other experienced trainees who are enriching their programs through graduate internships and graduate assistantships at The Children's House.

Three sub-programs are encompassed within The Children's House. By participating actively in a program that includes nursery school, all-day care, and part-time day care components, the trainees quickly sense the overriding commonalities among the three. They are, therefore, better prepared to employ the best features of each type of structure regardless of their particular placement upon graduation.

The teacher education program is reality-based. The Children's House is an on-going, real world child-care/development facility; and students, although transient, are to view themselves as having serious responsibility for their contributions to the development and education of the children. The program does not provide teacher education <u>for</u> the real world so much as it <u>is</u> a part <u>of</u> the real world and, as such, holds a quality of realism which is often absent in child care facilities contrived for training.

The Children's House is a reservoir of opportunity for students

to learn about children and about themselves in relation to children. The complementary perspectives of Home Economics Education and Early Childhood Education combine with many diverse disciplinary orientations in a realistic setting to provide a framework within which the student of teaching can smoothly make the transition to becoming a teacher of students.

TABLE OF CONTENTS

TITLE	PAGE
INTRODUCTION.	1
DESCRIPTION AND DEVELOPMENT OF THE MODEL.	1
OBJECTIVES OF THE TEACHER EDUCATION MODEL	3
Involves an Interdisciplinary Program for Pre- and In-Service Education of Professional Personnel.	4
Includes Experiential Opportunities for Teacher Trainees to Structure the Environment for Optimal Child Learning.	4
Exemplifies Demonstration Model for Trainees to Creatively Learn by Discovery Methodology	5
Endeavors to Foster Child-Child, Adult-Child, and Parent-Child Interaction	6
Provides a Satellite Model for Development of Other Early Childhood Programs, i.e., Child-Care Occupations at Secondary and Post-Secondary Levels.	6
PERSONNEL INVOLVED.	6
BUDGET FISCAL YEAR 1973	7
EVALUATION PROCEDURES AND DATA.	7
IMPROVEMENT OF TEACHER EDUCATION.	8
APPENDIX A: DIAGRAMMATIC MODEL: INTERDISCIPLINARY TEACHER EDUCATION	9
APPENDIX B: THE DAILY SCHEDULE	11
APPENDIX C: STATUS REPORT, ENROLLMENT, AND SERVICE NOVEMBER, 1973.	13
APPENDIX D: BUDGET: THE CHILDREN'S HOUSE.	19
APPENDIX E: OBJECTIVES OF SUPERVISION OF STUDENT TRAINEES. . . .	21
APPENDIX F: TEACHING GUIDELINES: CHECK SHEET.	23
APPENDIX G: EVALUATION OF STUDENT TEACHING EXPERIENCE AT CHILDREN'S HOUSE.	28
APPENDIX H: PHOTOGRAPHIC PRESENTATION.	30

INTERDISCIPLINARY TEACHER EDUCATION IN EARLY CHILDHOOD

DESCRIPTION AND DEVELOPMENT OF THE PROGRAM

INTRODUCTION

The total development of young children is currently receiving an impetus in education. Such an impetus provides for the physical and social-emotional as well as cognitive development of children. Mankato State College has accepted the challenge to provide training for teachers to meet such early education needs.

In terms of the growing numbers of centers for care of young children, there is demand for persons trained to provide meaningful experiences for each child. In the United States, it is estimated that there is need for group child care for at least 5,500,000 children under six years of age. (YOUNG CHILDREN, November, 1973)

DESCRIPTION AND DEVELOPMENT OF THE MODEL

Since 1957, the Home Economics program unit of Mankato State College has had a child development laboratory. With the realization that the facility needed to be expanded to include trainees from areas in addition to Home Economics, the concept of The Children's House was born.

The Children's House was developed by the Home Economics program unit and the Curriculum and Instruction program unit, both within the

School of Education. As an extensive center, it serves as an exemplary demonstration facility for child care/instruction of children, ages 3 to 6, and provides the illustrative case study.

On September 25, 1972, the doors of The Children's House were opened to children from age 3 to 6. Established to provide quality psychocognitive and affective experiences for young children, it was also designed as a demonstration and participation facility for persons enrolled in teacher education.

In every way, the most important element in establishment of The Children's House has been the children. Uppermost in the program must always be concern and consideration for each participating child.

Using the term "day care" as that intervention program which consists of meaningful instructional experiences in addition to basic custodial needs, the facility has assisted children in three types of situations: (1) all day, year-round care of children whose parent(s) is employed; (2) shorter-term nursery school day care for children with a choice of either 5, 3, or 2 times per week; and (3) limited day care for children of college students while the parent(s) attends college classes. Although registration patterns are identified for purposes of attendance records and collection of fees, all children are inter-mingled for participation in the curriculum during the time they are present.

The Children's House facility meets the Minnesota State Day Care Standards and is licensed by the Department of Public Welfare of the State of Minnesota. Permanent staff members hold Regular Nursery School Certification from the Department of Education of the State of Minnesota. In addition, the facility and staff meet the federal

guidelines for day care programs.

The psychocognitive and affective curriculum provides appropriate situations and opportunities for children to explore and discover language arts, science concepts, mathematics, social relationships, psychomotor activities, creative arts, and--most of all--themselves.

In addition to the children and the permanent staff, other facets of the organization and administration of The Children's House must be noted. Involved in teacher education relationships are the Board of Directors of The Children's House, the children's parents, other staff members, college instructors, and the community. A comprehensive model, in diagrammatic format, presented in Appendix A, clarifies the structure of The Children's House as well as the interdisciplinary teacher education aspect.

It must be mentioned that the Board of Directors is the principal policy-making body of The Children's House. One-half of the membership of the Board includes parents of children enrolled. Among the parents is representation from all socioeconomic levels. The other half of the Board involves the following categories:

Dean, School of Education
Program Leader, Home Economics
Program Leader, Curriculum and Instruction
Staff member, Home Economics
Staff member, Curriculum and Instruction
Resident Director, The Children's House
Student in teacher education in Home Economics
Student in teacher education in Curriculum and Instruction
Professional representative from the State Department of Education
Professional representative from the local School District #77
Professional representative from the local medical profession
Executive Director, The Children's House (ex-officio)

OBJECTIVES OF THE TEACHER EDUCATION MODEL

A number of teacher education needs have been served through

implementation of The Children's House:

1. Involves an interdisciplinary program for pre- and in-service education of professional personnel such as the following:
   a. Early Childhood Education teachers
   b. Child Development Occupations teachers
   c. Consumer Homemaking teachers
   d. Family Life Education teachers
   e. Food Service Occupations teachers and personnel
   f. Family Life and Child Development majors

2. Includes experiential opportunities for teacher trainees to structure the environment for optimal child learning.

3. Exemplifies demonstration model for trainees to creatively learn by discovery methodology.

4. Endeavors to foster child-child, adult-child, and parent-child interaction.

5. Provides a satellite model for development of other early childhood programs, i.e., Child Care Occupations at secondary and post-secondary levels.

Involves an Interdisciplinary Program for Pre- and In-Service Education

The interdisciplinary aspect of the teacher education model is evidenced in the wide variety of training careers related to it. Listed above are several of these opportunities offered through the Home Economics and Curriculum and Instruction program units. In addition, utilization of The Children's House has contributed to training of students in many other disciplines, such as art, curriculum and instruction, dental hygiene, design and human environment, dietetics, early childhood education, educational foundations, educational psychology, elementary education, food and nutrition, foreign language, health, home economics education, music, nursing, physical education, psychology, recreation, social work, special education, and speech pathology.

Includes Experiential Opportunities for Teacher Trainees to Structure the Environment for Optimal Child Learning

Trainees in teacher education are directly involved in structuring

the environment as well as in stimulating and motivating young children to want to participate in the learning process. Different Learning Centers throughout The Children's House provide options for children to choose their own level of learning. The Learning Centers, which are on-going areas of curricular opportunities available to children for their exploration of equipment, manipulation of materials, and discovery of concepts, include centers such as the Science Table, Language Center, Block Corner, Housekeeping Area, Music Corner, and Large Muscle Area.

In addition, Room Specials, providing particular learning opportunities related to a specific concept, are offered children so they may investigate more deeply some aspect of knowledge. A Room Special is a structured affectively and psychocognitively-oriented activity which is suitable for a small group of children. The activity may be introduced, encouraged to be carried through and brought to a conclusion, evaluated, and cleared away. Examples of Room Specials are food preparation experiences (making bread, popping corn), social studies concepts (space travel, ecology), and language development (dramatizations, puppets).

It is the teacher trainees who set up both the Learning Centers and Room Specials. Both the Learning Centers and Room Specials include experiences utilizing materials and opportunities which are appropriate for young children under supervision. (Appendix B)

Exemplifies a Demonstration Model for Trainees to Creatively Learn by Discovery Methodology

In the participatory experiences with young children, teacher trainees work in close cooperation with the professional staff. The trainees have the unique opportunity to observe, model and adopt those approaches and techniques which most naturally fit their personal, individual styles of

relating with children. The environment in which the trainee finds himself helps him develop his creativity through appropriate methods of guiding children.

Endeavors to Foster Child-Child, Adult-Child, and Parent-Child Interaction

As a family-centered program, The Children's House endeavors to foster child-child, adult-child, and parent-child interaction. Participation in these three interaction groups enables the individuals to become aware of similarities and differences among people. Each participant is helped to recognize/discover ways of developing the potential both in the environment of The Children's House and of the home and family.

Provides a Satellite Model for Development of Other Early Childhood Programs

To be successful, a model program must not only show internal growth but must also serve as a vehicle for the development of other, similar projects. During its short existence, The Children's House has evidenced such an influence.

Several early childhood programs in southern Minnesota have patterned their organization and curriculum after The Children's House. In addition, inquiries and visits from institutions and agencies in other parts of Minnesota, in Iowa, and in Wisconsin have indicated interest in this teacher education model. (See Appendix C)

PERSONNEL INVOLVED

The teacher trainees have the opportunity to work with a large number of professional educators and other teacher trainees all of whom provide valuable guidance and examples. The closest and most frequent

contact is with the members of the regular Children's House staff, a core of seven personnel with training in early childhood education or child development. In addition, a staff member from Home Economics coordinates the teacher education with other work in Home Economics and the Executive Director of The Children's House coordinates the educational programs related to elementary education/early childhood education. The Resident Director exercises general supervision over the total child-care/development and teacher education programs as they relate to each other within the framework of The Children's House.

BUDGET FISCAL YEAR 1973

For the first two years of its operation The Children's House has been financed by a grant from the Minnesota State Department of Education, Vocational-Technical Division; the Child Care Facilities Act, administered through the State Department of Public Welfare; and by tuition payments from parents of children enrolled. Appendix D provides the budget for fiscal year of 1973.

EVALUATION PROCEDURES AND DATA

Evaluation of the teacher education program involves two major facets: evaluation of the trainee and evaluation of the teacher education program. For the former, evaluation of the trainee is accomplished by student self-evaluation, staff rating of trainee performance, and conferences between the trainee and staff. Measuring instruments have been devised for reporting these aspects. Representative forms are included in Appendix E and F.

Evaluation of the teacher education program may be considered in

terms of the judgment of the trainees. both during their participatory experiences, as well as upon the completion of the training. A form to facilitate this procedure is found in Appendix G.

The success of the teacher education aspect may also be indicated by the increased numbers of students selecting the program. The enthusiastic response of the students as well as the wide range of disciplines utilizing the facility are also measures of the value of the program.

IMPROVEMENT OF TEACHER EDUCATION

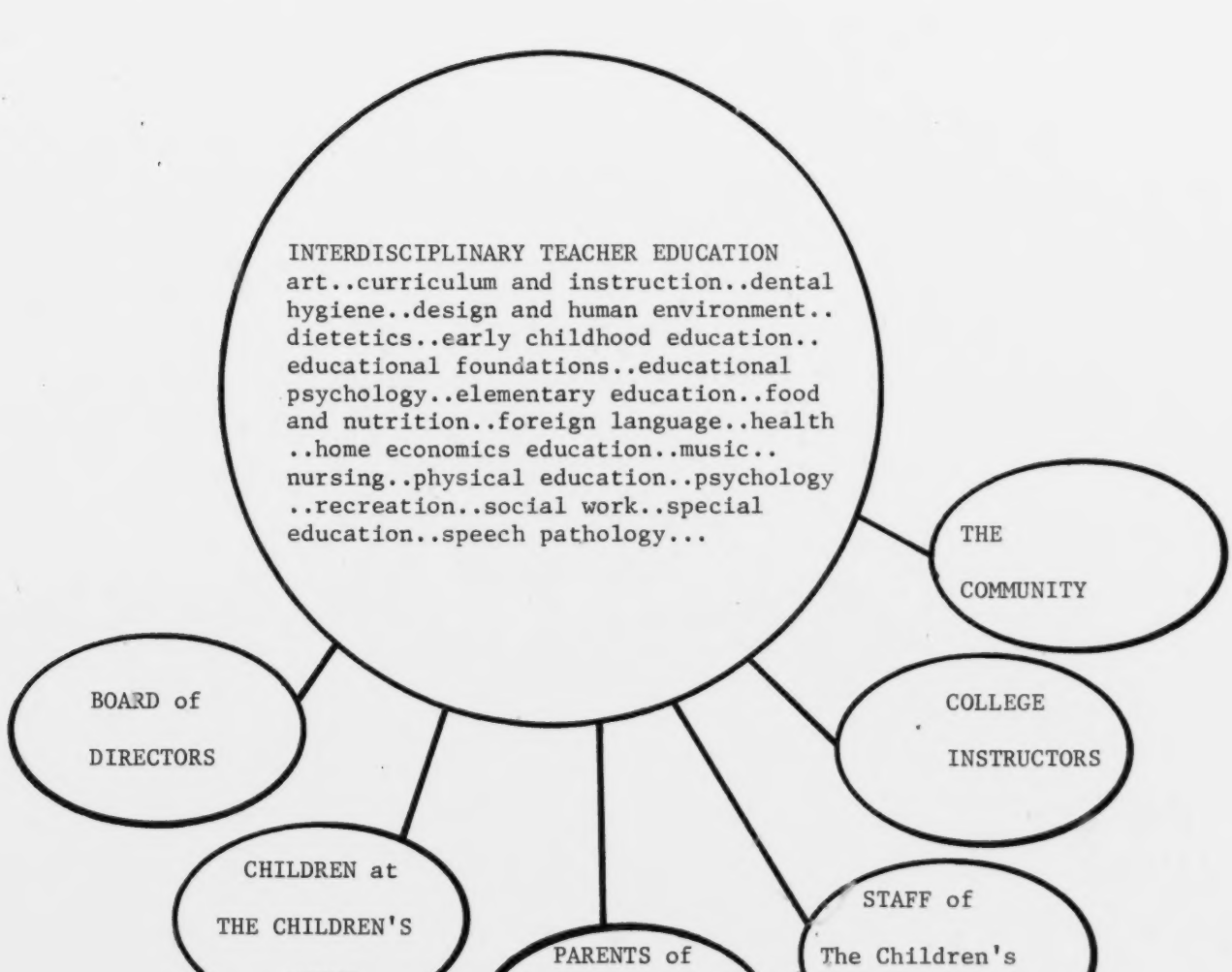
It is readily recognized that an interdisciplinary approach to teacher education has far-reaching possibilities. That which has been done, through The Children's House at Mankato State College, is only a beginning.

A teacher education program to prepare teachers of young children must have available a demonstration facility enrolling young children so that pre-service and in-service education is immediately available. In addition, the psychocognitive curricula provided children must be relevant, meaningful, and allow many opportunities for the trainees to develop their own creative approach to working with children. Photographic presentation is found in Appendix H.

APPENDIX A

DIAGRAMMATIC MODEL: INTERDISCIPLINARY TEACHER EDUCATION

DIAGRAMMATIC MODEL: INTERDISCIPLINARY
TEACHER EDUCATION


INTERDISCIPLINARY TEACHER EDUCATION
art..curriculum and instruction..dental hygiene..design and human environment..dietetics..early childhood education..educational foundations..educational psychology..elementary education..food and nutrition..foreign language..health..home economics education..music..nursing..physical education..psychology..recreation..social work..special education..speech pathology...
THE COMMUNITY
COLLEGE INSTRUCTORS
STAFF of The Children's House
PARENTS of Children at The Children's House
CHILDREN at THE CHILDREN'S HOUSE
BOARD of DIRECTORS

APPENDIX B

THE DAILY SCHEDULE

THE DAILY SCHEDULE

THE CHILDREN'S HOUSE

Mankato State College

7:30-9:30	Choice of Learning Centers, Guided Concept Development/ Activities.
9:00	Nursery School Children arrive.
9:30-9:45	Conversation Time.
9:45-10:00	Breakfast.
10:00-10:30	Room Specials. (Child selects one of four activities. Activities are related to the current learning unit.)
10:30-11:10	Choice of Learning Centers. Small group activities, including math, social studies, art, music, language arts, physical education, outdoor play, and science.
11:10-11:30	Story Time for 3's, 4's, and 5's.
11:30	Nursery School Children dismissed.
11:30-12:00	Pick up time, circle group, prepare for lunch.
12:00-12:30	Lunch.
12:30-1:30	Rest Time or Quiet Activities.
12:30	Nursery School Children arrive.
12:30-1:10	Choice of Learning Centers, Guided Concept Development/ Activities.
1:10-1:30	Outdoor play, story or game time.
1:30-2:00	Choice of Learning Centers.
2:00-2:15	Conversation Time.
2:15-2:30	Snack Time.
2:30-3:00	Room Specials. (Defined as above.)
3:00	Nursery School Children dismissed.
3:00-4:00	Large Muscle Activity.
4:00-4:30	Circle Time (Conversation, songs, stories, role playing).
4:30-5:30	Quiet play.

APPENDIX C

STATUS REPORT, ENROLLMENT, AND SERVICE
NOVEMBER, 1973

STATUS REPORT, ENROLLMENT, AND SERVICE
NOVEMBER, 1973

The Children's House opened on September 25, 1972, in Cooper Center on the Valley Campus of Mankato State College. Funded by tuition payments and by a $43,500 grant from the State Department of Education, Vocational Division, The Children's House has the coordinated missions of a demonstration model day care center for three to five year old children, supporting college instructional programs, providing a controlled setting for research and serving other needs of the college and community in the areas of early childhood education and vocational training.

I. ENROLLMENT

September 25, 1972 (opening) 37

November 2, 1973 (current) 107

II. SERVICE

Direct Support of Instruction

Student Teaching:

A. Elementary Education (Early Childhood)

Fall 72	8
Winter 73	17
Spring 73	17
Summer I 73	13
Summer II 73	13
Fall 73	9
Total	77

B. Home Economics (Pre-School Child)

Fall 72	33
Winter 73	35
Spring 73	48
Summer I 73	15
Fall 73	17
Total	148

Total Student Teachers 225

Problems Courses and Internships:

A. Home Economics

Fall 72	(I)	3 students;	18 q.h.
Winter 73	(I)	3 students;	18 q.h.
	(P)	1 student;	2 q.h.
Spring 73	(I)	2 students;	12 q.h.
	(P)	4 students;	8 q.h.
Summer I 73	(I)	4 students;	12 q.h.
	(P)	1 student;	2 q.h.
Summer II 73	(I)	1 student;	3 q.h.
	(P)	1 student;	3 q.h.
Fall 73	(I)	1 student;	6 q.h.
	(P)	2 students;	5 q.h.
Total		23 students;	89 q.h.

B. Elementary Education

Fall 72	(P)	1 student;	3 q.h.
Winter 73	(I)	1 student;	6 q.h.
	(P)	2 students;	4 q.h.
Spring 73	(I)	1 student;	5 q.h.
	(P)	3 students;	3 q.h.
Summer I 73	(I)	1 student;	2 q.h.
	(P)	1 student;	2 q.h.
Summer II 73	(I)	1 student;	3 q.h.
	(P)	2 students;	4 q.h.
Fall 73	(I)	1 student;	5 q.h.
	(P)	1 student;	2 q.h.
Total		15 students;	39 q.h.

C. Other Areas (All quarters combined)

Experimental College	5 students;	15 q.h.
Sociology-Social Work	8 students;	32 q.h.
Recreation	1 student;	2 q.h.
Special Education	1 student;	3 q.h.
Public School Admin	1 student;	3 q.h.
Speech	1 student;	3 q.h.
Total	17 students;	58 q.h.

COLLEGE CLASSES UTILIZING THE CHILDREN'S HOUSE AS AN INSTRUCTIONAL SETTING

The following college classes have utilized The Children's House as a setting for demonstration, participation and observation.

Home Economics: Child Development, Family Life, Home Economics Education, Interior Design.

Psychology: Introduction to Psychology, Human Growth, General Psychology, Child Psychology, Clinical Experience.

Curriculum and Instruction: Language Arts, Mathematics Methods, Pre-Reading Experiences, New Directions in the Kindergarten, Introduction to Education.

Art: Design, Art Materials, Art Methods.

Secondary Education: Secondary Block.

Speech: Speech Pathology, Speech and Language Development.

Physical Education: Elementary Physical Education.

Parks and Recreation: Activity Analysis

Nursing.

Total number of students in above classes (does not include other classes visiting as groups or those not signing visitor log): 1,049

NON-COLLEGE UTILIZATION OF THE CHILDREN'S HOUSE

Fall 72:

a. Windom H.S., Minnesota, 35 students in Home Economics, four Title I teachers.

b. Good Counsel, Mankato, Child Development teacher and 15 students.

c. Fairmont H.S., Minnesota, 20 students, Home Economics.

d. Kennedy School, Mankato, Baby sitting class.

e. Wilson Campus School, Mankato, Baby sitting class.

f. Mankato Area Vocational-Technical Institute, Child Development Staff visitations.

Winter 73:

a. Mankato Area Vocational-Technical Institute, Child Development class and staff visitations.

b. Early Childhood Specialists, University of Northern Iowa, staff visitation.

c. Child Incorporated, Minneapolis, staff visitation.

d. AAUW meeting.

Spring 73:

a. Lake Crystal, Minnesota, Home Economics students.

b. Peter Pan Nursery School, Mankato, staff.

c. Winnipeg, Canada, educators.

d. Mankato Public Schools, baby sitting class.

e. Mankato Public Schools, three classes in Family Living.

f. Rochester Vocational School, Minnesota, eight staff.

g. Waldorf-Pemberton, Minnesota, Home Economics class.

h. New Richland, Minnesota, Child Development class.

i. State Kindergarten Association meetings in Mankato, Children's House tour.

j. Emmettsburg, Iowa, Home Economics class.

k. Lincoln Junior High, Mankato, five Home Economics classes.

l. Albert Lea, Minnesota, four nursery school teachers.

Summer I 73:

a. Carver County, Minnesota, 15 nursery school and day care directors.

b. Fairbault, Minnesota, five nursery school teachers.

c. White Bear Lake Vocational School, Minnesota, three teachers and 22 students.

Summer II 73:

a. Waseca Vocational School, Minnesota, teacher & students.

b. University of Wisconsin at River Falls, program development assistance.

Fall 73:

a. Madelia, Minnesota, Day Care Center Director.

b. Sheldon, Iowa, Public Schools, Principal and four teachers.

c. Owatonna, Minnesota, two teachers, day care center.

d. Anoka, Minnesota, five teachers, day care center.

e. Hutchinson, Minnesota, Vocational School, teacher aide class and instructor.

f. Muffin Man Nursery School, Minneapolis, Minnesota, training session in day care and nursery school.

g. Amboy-Good Thunder, Minnesota, Child Development Class.

h. Mann Early Learning Center, Minneapolis, Minnesota, four teachers.

i. St. Peter, Minnesota, Health Careers class.

j. Windom, Minnesota, Pre-Kindergarten Group (Region 8).

k. Minnesota Association for Education of Young Children tour.

l. Scott County Board, Minnesota, Superintendents & Principals.

APPENDIX D

BUDGET: THE CHILDREN'S HOUSE

BUDGET: THE CHILDREN'S HOUSE

FISCAL YEAR 1973

(September - June)

Revenue

Vocational-Technical Division
State Department of Education
Grant: $43,500.00

Expenditures:	
Salaries:	
Faculty	$25,403.85
Graduate Assistants	7,236.00
Student Help	4,414.25
Employee Benefits	2,980.10
Travel	573.41
Supplies	1,154.39
	$41,762.00

Tuition Income: $35,785.00

Expenditures:	
Salaries & Wages	$10,695.00
Staff Benefits	1,010.00
Rent of Facilities	15,469.00
Communication	192.00
Supplies	2,831.00
Food	2,461.00
Other Equipment	1,672.00
Other Expenditures	271.00
Refunds	310.00
	$34,911.00

APPENDIX E

OBJECTIVES OF SUPERVISION OF STUDENT TRAINEES

OBJECTIVES OF SUPERVISION OF STUDENT TRAINEES

1. To observe and evaluate trainees' work with children.
2. To discuss observations with trainees--offering support and constructive criticism.
3. To help trainee work more effectively with young children through developing a better understanding of self.
4. To develop a cooperative plan with trainees for strengthening weak areas.
5. To identify improvement in areas needing work.
6. To help trainee develop their own natural style and approach to young children.
7. To realize that supervision is a learning tool, not a judgment tool.
8. To help trainee understand children and how they learn.
9. To help trainees develop the ability to put their ideas into practice and use material constructively.
10. To provide a warm and supportive training atmosphere, encouraging self-awareness and understanding in personal development.
11. To help trainee understand child growth and development.
12. To help trainee develop a sense of discipline and the ability to set limits. Safety and courtesy considerations and care of property are guides for setting limits.
13. To help the development of personal growth of individual trainee--trainee must feel comfortable with himself and be sensitive to children.

APPENDIX F

TEACHING GUIDELINES: CHECK SHEET

A. GENERAL

B. ACTIVITIES

TEACHING GUIDELINES
CHECK SHEET

General	Very Good	Fair	Needs Improvement	Comments
1. Has rapport with children				
2. Senses needs of children				
3. Sets reasonable limits for children				
4. Maintains reasonable limits consistently				
5. Has reasonable expectations for children				
6. Respects individual personalities and differences among children				
7. Has basic knowledge of abilities of preschool child				
8. Has basic knowledge of how young children learn, grow and develop				
9. Has curriculum background in preschool material				
10. Has practical knowledge of appropriate games, toys and activities to promote learning and development at each growth level				
11. Uses positive approach and language				
12. Is consistent in approach and discipline				
13. Works well with small groups				
14. Works well one-to-one with children				
15. Works well with large group				

General	Very Good	Fair	Needs Improvement	Comments
16. Is energetic				
17. Is creative				
18. Takes initiative				
19. Takes responsibility				
20. Takes responsibility for physical environment				
21. Demonstrates capacity to enjoy children				
22. Is dependable				
23. Works well in structured atmosphere Team teaching Open situation				
24. Able to self-evaluate constructively				
25. Exercises classroom control				

TEACHING GUIDELINES
CHECK SHEET

Activities	Very Good	Fair	Needs Improvement	Comments
1. Uses materials suitable for maturity of children				
2. Plans suitably for maturity of children				
3. Shows flexibility in planning--able to change or scratch if necessary				
4. Plans for suitable number of children				
5. Adapts plans to needs of children				
6. Selects and organizes material in advance				
7. Has material needed at hand				
8. Stresses cognitive concept of activity				
9. Introduces activity				
10. Shows enthusiasm for activity				
11. Stays with activity				
12. Helps children stay with activity				
13. Ends activity				
14. Has rapport with children				
15. Senses needs of children				
16. Verbalizes with children				
17. Gives children opportunity to verbalize				

Activities	Very Good	Fair	Needs Improvement	Comments
18. Circulates to help all children in activity				
19. Uses positive language				
20. Draws in children not involved				
21. Helps children become involved				
22. Plans ahead--looks ahead				
23. Is dependable				
24. Is enthusiastic				
25. Has sense of humor				

APPENDIX G

EVALUATION OF STUDENT TEACHING EXPERIENCE AT THE CHILDREN'S HOUSE

EVALUATION OF STUDENT TEACHING EXPERIENCE
AT THE CHILDREN'S HOUSE

1. Strengths of the experience:

2. Weaknesses of the experience:

3. Specifically list ideas for improvement or change:

4. Rate as to difficulty this teaching experience and requirements: